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ABSTRACT

In an effort to "internationalize" Illinois Central College (East Peoria, Illinois) an English professor and four colleagues wrote a successful proposal enabling them to become part of a Community Colleges Humanities Association workshop to develop courses in "primarily third-world cultures." Plans were made to develop three new courses (on the cultures and societies of China, Meso-America, and West Africa) and three campus-wide festivals over a period of three years. Challenges to accomplishing this goal included: "selling" the dean on the idea; dealing with faculty politics and fears; bringing faculty on board to work on course development and festival planning; finding ways to divert money from other parts of the budget; and developing staff. Major funding came from Individual Development Proposals; staff development funds from the college; and student activities funds. The first two campus-wide celebrations have been held and have generated excitement on campus. The planning committee is made up of a diverse group of over 20 students, faculty, staff, and community members. Alliances with community institutions were also formed. The key to the success of this curriculum development project was a visionary core group committed to the goal of internationalizing the campus, getting funds by diversion of existing money and so avoiding the need to raise new money, and quality professional development experiences. Problems include: lack of lead time for promotion of events the first year; outside speakers' lack of understanding of the audience; and territorial battles within the faculty. (Brochures concerning the Chinese culture celebration and the Meso-American culture celebration are attached.) (RS)

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ED 362 900

MULTICULTURALISM IN THE 90's: ADMINISTRATIVE, FACULTY, AND STUDENT PERSPECTIVES

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Presentation at the
Midwest Regional Conference
of English at the Two-Year College
October 8, 1993

Change is always difficult, even for vital, creative, and liberal professionals like community college English faculty! For both "confronting" it and "creating" it, the most usual response is inertia, if not down-right resistance. To recall now, two years later, that in 1991 a small group of our college faculty took the risk of initiating a change in curriculum and campus environment, is to remember a foolhardy adventure, encouraged no doubt by the intoxicating atmosphere generated by a gathering of college faculty very much like this at a workshop designed to stimulate thinking about change and how to do it successfully. That it has worked in some ways even more successfully than we had expected surprises and delights us.

My colleague Paul and I want to tell you about our vision, our project, the obstacles we overcame, the obstacles that continue to cause stumbling, and the changes that resulted to our curriculum, our campus, our faculty, and our students. We do not seek to change you or to imply that what we have done should or even could be done on your campus. But we will relate to you what we have learned about internationalizing a campus in the hope that something in our experience may stimulate you to think about your college, its needs, its possibilities, and how you might be able to bring about whatever change is needed there.

CS214086

Development of the Project

In 1991 the Community College Humanities Association received a grant from NEH to stimulate community college humanities education and to form in the process regional humanities networks among community colleges. At Illinois Central College, several of us looked at the request for proposals as a little bit of money and time to consider curriculum

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development, money and time being two commodities which are woefully lacking at our college, and I'm sure at yours too. Faculty are all so busy teaching five classes that no one has time for the dreaming that it takes to work on curriculum change. At the time I was the acting dean of Liberal Arts and Sciences, on leave from my regular position as English Department Chair. I guess that the dean's office is a kind of pulpit. At least I noticed that I got a little more polite hearing from faculty when I asked them to stop in there to chat.

You know the kinds of conversations that take place in the offices, lounges, and lunchrooms among thoughtful faculty. During some of these, bits and pieces of a need were being articulated--a need to become less parochial in the scope of our interdisciplinary humanities and literature offerings. Our college sits just across the river from the city of Peoria, among luxuriant corn and bean fields on the prairie of Central Illinois. We are home base for Caterpillar Incorporated, a huge international corporation. There are also other local businesses that do a great deal of international trade. For those who pay attention, there is also anecdotal evidence that our population is increasingly multicultural. Walking through the mall, one can hear, not only Spanish, but also Hindi and Chinese. About half of our over 12,000 students are from the city of Peoria, but even with urban experiences, few of them show any interest in cultures other than their own largely Western European-based family roots, and they can go through a whole associate degree program at ICC without ever having to encounter another culture in class or in the hallways and cafeteria. There was also a need to address a recent State of Illinois directive to include courses in "primarily third-world cultures" in the general education of all education students planning to become certified in Illinois. From my temporary position in the dean's office, I invited a number of faculty in the English and Social Science departments to brainstorm about how we could use this CCHA proposal to help us work at our problem of having absolutely no courses that met this requirement.

Five of us got together to write a proposal. We were four faculty and one administrator, two from English, one from philosophy, and two from cultural anthropology. Our proposal was accepted, and we became part of the CCHA Advancing the Humanities workshop in October 1991. At the start, we intented only to design a new course. But a weekend confined to an airport hotel at O'Hare--no easy place to go to escape-- a well-designed format to produce creative planning, and an assigned mentor, who gave us demanding tasks to get done, deadlines, and lots of encouragement resulted in bigger dreams than we originally had. We came away from the workshop with plans for developing three new courses and three campus-

wide festivals over a period of three years. And most amazing of all, the content of the three-year project was going to be something we knew almost nothing about----the cultures and societies of China, Meso-America, and West Africa.

The basic plan was to introduce a new team-taught course in the Society and Culture of China in 1992-93, and during the same year sponsor a collegewide celebration of that culture with lots of free public events, including concerts, art exhibits, lectures, films, and holiday celebrations. During the next year we would do the same thing, but with the cultures of Mexico and Central America. In the third year, the focus would be West Africa.

There were formidable challenges to accomplishing this. I list them in something of chronological order, not order of importance, because one obstacle was just as forbidding as another, and unless we could get around all of them, this would never work:

1. First we had to sell the dean--by now the real dean, not me, the imposter. Then he had to sell the VP and the President, because this called for moral support and a commitment of resources.

2. Secondly, we had to deal with faculty politics and fears centered around competition for enrollments and the territoriality of disciplines and move through our own bureaucratic Curriculum Committee to satisfy the Illinois Community College Board curriculum requirements.

3. Then we had to bring other faculty members on board to work on course development and festival planning. And we had to make them feel ownership of the project, just as we did, or the intense level of commitment needed would never be achieved. But perhaps the most difficult challenge with faculty was to persuade people who at the start knew nothing about these cultures that in a few months they could learn enough to teach them competently and confidently.

4. We had to wring money out of a shrinking college budget in years when all budget planning was 0-based. And we were talking about a total figure of more than $20,000 in a 12-month time span.

5. Next came the actual nitty-gritty content of staff development and festival planning. Opportunities for faculty study needed to be searched out and financial support provided. And the various visiting experts and artists had to be located, engaged, and paid.

6. Finally we had to get the audiences--student enrollment for the new classes and public audiences for public events.

Obtaining Funds

I will pause here to say a few words about two of these challenges in particular: providing faculty development and finding financial resources. In a way, the solution to both problems was the same. We went after already existing monies and made a persuasive case for diverting the funds.

We discovered that there were pockets of money to be tapped in certain department budgets. For example, our President came in to our college four years ago with Staff Development high on his list of favorite causes. The resulting staff development budget was corpulant, and the committees charged with designing staff development opportunities were hungry for ideas. After all, you can only spend so much money on faculty socials, computer workshops, and Great Teachers' retreats. Our dean convinced the holders of the purse strings to spend some money to bring curriculum consultants to campus for faculty workshops. This was not new money, just diverted money.

We already had funding available for Individual Development Proposals--we call them IDP's. We also have opportunity to apply for sabbaticals. We simply encouraged interested faculty to make creative proposals for personal study in preparation to teach new courses. We were amazed at the readiness of the IDP committee and of the Board of Trustees to support multicultural study pursuits. Once again, this money is always available for good proposals. We just directed it toward our project.

Another source of funds was the student activities budget. As with staff development, this seems to be a sacred cause for board and administration, but also again, but again as with the staff development committee, this is a group that is always looking for programing suggestions. Since the Student Program Board contracts with performers and lecturers to come to campus to entertain and present student issues, we suggested that some international speakers and topics would make good program content.

We have a college educational foundation. At our school it is relatively new and still poor, but it too is feeling its way in how to best use funds to enrich the college environment. We suggested underwriting opportunities

with all the accompanying pomp and circumstance that patrons like, and the foundation helped support some of our programming.

Staff Development

Just as the needed funds were close by if we just looked in the right places, so were the people resources we needed to train our faculty . 45 miles east of us on the interstate is Illinois State University. A little research and diplomatic telephone calls revealed the presence there of several experts on the cultures we were preparing faculty to teach. They not only had the academic credentials in the disciplines and cultures we needed, but they had experience teaching similar undergraduate courses on that campus. Two of our faculty enrolled for courses at ISU on their own time, but with the staff-development funds I mentioned earlier, we also hired ISU experts to do on-campus consulting with our teams of faculty. These consultants actually provided tailor-made crash courses, complete with reading lists, suggestions for course design and approach, potential textbook lists, and most valuable of all--advice about what to spend time studying and what not to waste time on. In the course of finding consultants, we learned a lot about the resources at the universities in Illinois, including the U. of Illinois and the U. of Chicago. If you have specific interest in these schools, departments, or faculty, we can supply you with names and phone numbers.

We were also fortunate to be awarded some outside funds for particular faculty development. One of our team of teachers participated in the summer of 1992 NEH Institute at Johns Hopkins on the study of "Pre-Columbian Texts." This past summer, another team member studied at Ohio State, again in an NEH Institute on the topic of Contemporary African Writers. We have found that a well-thought-out proposal arising out of a community college program already supported by the institution gets very favorable reviews and has a good chance of success. The faculty who attended these institutes received, not only all tuition, board, and materials, but also a stipend. This makes intensive summer study extremely attractive!

Paul's team-partner in teaching the Meso-American course this year designed her own project in Guatamala this summer. She did formal language study, traveled to some archeological sites and Indian villages, as well as the cities. Along the way she gathered photographs and artifacts for class use. And she received underwriting from staff development because her travel was direct preparation for teaching.

Another of the faculty, one preparing to teach the African course next year, participated in theYale University African Studies Summer Institute this past summer. She also received some assistance from our staff development funds.

And Paul will tell you about his faculty development experience preparing to teach the new Meso-American culture course with activities that included study in Mexico this past summer.

We have concluded at Illinois Central College that this use of staff development funds is entirely justified. Though there are detractors who criticize all of this as irrelevant fluff and frivolous faculty perks, our experience is that encouraging new course development and retraining pay off in reenergized faculty and excited students. Bringing the experts to our campus to work with faculty groups was much less expensive than sending our own people to conferences and campuses far away. And for the off-campus experiences that provided invaluable immersion study in the cultures, we were able to obtain a good amount of outside funding.

The Culture Celebrations

I want to conclude my part of this presentation by sharing some of the excitement of our two campus-wide celebrations.

We are well into the second of these this fall. The banners you see on display here have announced the festivals on the campus entrance road and at public places in our buildings. Good media coverage has helped to spread the word. And a full array of activities and events is provided for the purpose of inviting students and community to learn about and celebrate the uniqueness of other cultures.

Take a look at the brochure from last year's Chinese culture celebration:
(see attachment)

This year we celebrate Meso-American culture:
(see attachment)

For those of us on the original team who dreamed of this project two years ago, it is impossible to describe the excitement of seeing a Chinese dragon dance wind through the halls of our campus on Chinese New Year's Day, or the mural in progress this week created by a group of art students instructed by a Mexican mural artist. The symbol of corn that dominates

the mural unites our campus in Central Illinois to the life of Mexican farmers. This week we have also had public lectures on Mexican History and on NAFTA, both to overflow crowds of students. Now admittedly much of that attendance was required by instructors, but even that fact is an indicator that the festivals are accomplishing their goal.

And perhaps just as amazing as the actual array of events is the alliance that produced it. The planning committee is made up of a diverse group of over 20 students, faculty, staff, and community members. It is the first time in 24 years that I have ever had the opportunity to work on a committee with such people as the Purchasing Director, the Food Service Manager, Clinical Health Department Chair, several part-time faculty members, and fulltime faculty from business, art, theatre, social science, English, and horticulture. This may sound like a recipe for chaos, but with masterful leadership this committee has produced jointly a festival plan that no single individual or department could have done as well alone.

We have also formed alliances with community institutions. Lakeview Museum in Peoria just opened an exhibit of the Mexican Day of the Dead in conjunction with our celebration. We are jointly promoting and providing each other with audiences. Our students are getting the benefit of a first class art exhibit and curator lecture, something which we would never have been able to afford with college funds. We have achieved some cooperation with Caterpillar, also. At this point it is in the form of personnel expertise and general interest and encouragement. We have hopes that it may develop further through the course of the project.

If you have questions about specific events that you have seen listed here or about resources for course development and expert assistance, we can provide you with specific information at the end of the session.

Looking back on where we have come from, I would conclude that the keys to what success we have had are that there was a visionary core group committed to the goal of internationalizing our campus, we were able to divert money rather than needing to raise new money, and we managed to provide quality professional development experiences to prepare faculty to teach new courses.

I would not mislead you into thinking this has all worked perfectly. Last year we started up without enough lead time and as a result we sometimes had inadequate promotion for events and had very low attendance at some of the more expensive performances. Another problem is that when you bring in outside speakers, they lack an understanding of the whole context

and the nature of the audience. We have had some who were too dry and academic for our students. This is partially our fault for not preparing them properly, of course, but remember we are also now working across cultures where communication is difficult. Community college teachers in our Midwestern campuses would share an understanding of the student audience. To explain this audience to Chinese and Mexican scholars is more difficult. I guess that some of these less-than-perfect experiences have been a part of my own multicultural education.

Another problem that rears its head occasionally is a kind of "sour grapes" attitude on the part of some faculty. We hear and read some caustic comments about how much money is being spent on things that have nothing to do with our mission--to provide classes and training for students. Now, we do not think that multicultural education is outside the scope of the college mission, but it is hard to proselytize perfectly successfully.

And I mentioned earlier that we have had territorial battles within the faculty. If you have ever tried to introduce interdisciplinary courses, you know about these. Let me tell you about one incident. At the time of the original course proposal, the history faculty almost blocked the whole project when they suspected that someone outside their discipline would be teaching some historical background. At their objections, we carefully revised our syllabus to take out mention of history. And then, just to show us that they were the real experts, they took a new course proposal to the Curriculum Committee too--Asian History. It was approved, of course. But when it was offered for the first time, none of the fulltime faculty who had proposed it had any interest in teaching it. It was offered to an ill-prepared part-timer. The course is now floundering. I regret this, because we need all these courses on our campus. But only if the faculty are motivated by genuine interest in the cultures and desire to awaken students to new worlds will they have the commitment to spend what energy it takes to prepare new course material.

For, after all, if there aren't good solid courses to anchor this project, it isn't achieving its goal. At this point I will turn over the podium to my colleague, Paul Resnick, who is one of the most important people in the plan--a faculty member who chose to retool and take the risk of teaching something entirely new. He will tell us how faculty and students are confronting change in the multicultural classroom.

August

Orientation: Students, Faculty and Staff

August 17–21

Chinese Cooking

Traditional "home cooking" easily integrated into the American diet.
Wednesdays
August 26–September 30, 6:00–8:30 p.m.
$45

Conversational Chinese I

One semester hour credit.
August 27–October 15
$36

September

Chinese Society
LAS Lecture/Arts Series

Professors Brooks McDaniel, Carol May, Martin Petit and Robert Ryan provide an overview of Chinese society from the perspectives of their disciplines.
Thursday, September 10, 9:30 a.m.
Lecture/Recital Hall

Chinese Garden Tour

Chinese garden tour in cooperation with the college's Landscape and Garden Day.
Saturday, September 12, 9:00 a.m.–3:00 p.m.
Campus Land Lab

Harvest Moon Festival

Chinese cuisine available.
Wednesday, September 16
Time: TBA
Campus Courtyard

Demonstration on preparing Chinese dishes by ICC professor Man-Hong Siu.
Tranquility Room—213B

Doing Business with the Chinese

Eden Chen, consultant for business and industry, provides background on mores and distinctive structures of Chinese companies.
Thursday, September 17, 7:00 p.m.
Lecture/Recital Hall

Business Alliances in Pacific Rim Countries

Eden Chen explains economic, political and cultural intricacies of business dealings.
Friday, September 18, 10:00 a.m.
Lecture/Recital Hall

Tai Ji

Holistic exercise integrates mind and body.
Tuesdays
September 8–29
6:30–8:30 p.m.
Gymnasium Ballet Studio
$24

Chinese Lion Dance

Chi C. Lin, Instructor
Sundays
September 13–November 1
1:00–5:00 p.m.
Performing Arts Center Ballet Studio

October

Beijing Song and Dance Company

Musical troupe from China performs as part of our Subscription Series.
Call 694-5136 for reservations.
Adults $12
Students/Sr. Citizens $11
Friday, October 9, 8:00 p.m.
Performing Arts Center

The Mystery of China

John and Julie Babbitt
Wednesday
October 21, 1:30–3:00 p.m.
$4.50
Main Campus

Conversational Chinese II

One semester hour credit.
October 19 –December 10
$36

November

Dr. Jung Chang

Author of *Wild Swans: Three Daughters of China*
Life in China before and after the Communist Revolution
Reception following lecture.
Reservations: 694-5136
General Admission $6
$4 Students/Sr. Citizens/ICC Faculty/Staff
Thursday, November 12, 7:30 p.m.
Performing Arts Center

January

Dragon Dance

Beginning at 10:00 a.m. on the main campus, third floor.
Traditional dragon dance will snake through the college hallways ending in the Lecture/Recital Hall.
Tuesday, January 19, 11:00 a.m.
Lecture/Recital Hall

February

Traditional Chinese Medicine

Dr. Yachun Ku speaks on traditional medicine in China.
Wednesday, February 10, 9:30 a.m.
Lecture/Recital Hall

Chinese Care for the Aging

Dr. Yachun Ku explains and compares how the Chinese care for their older citizens.
Thursday, February 11, 9:30 a.m.
Lecture/Recital Hall

Long Bow Village

Classic Chinese film
February 22–24
Times: TBA
Room 201–202

March

Tai Ji Master

The art, philosophy and science of Tai Ji will be demonstrated, includes audience participation.
Tuesday and Wednesday, March 9 and 10
Times: TBA
Performing Arts Center Ballet Studio

The Last Emperor

The memorable American film about the twentieth-century history of China and its last emperor.
March 22–24
Times: TBA
Rooms 201-202

April

Chinese Dance

Professional musician Ji Qiu Min and her assistant perform a recital of Chinese dance.
Thursday, April 1, 7:00 p.m.
Lecture/Recital Hall

Chinese Music and Instruments

Ji Qiu Min provides a demonstration of traditional Chinese music on a variety of instruments.
Friday, April 2, 10:00 a.m.
Lecture/Recital Hall

Children's Day/Kite Day

To celebrate Children's Day, an official Chinese holiday, parents and children are invited to join in traditional kite flying.
Lectures and demonstrations given.
Sunday, April 4, 1:00–4:00 p.m.
College campus—open fields

Water Colors of Susan Ho

Opening reception for Ms. Ho
Monday, April 19, 3:00 p.m.
Board Room, Main Building
Exhibit continues through May 10

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Celebrating Meso-American Cultures

To recognize our role as a vital participant in our global community, Illinois Central College has instituted an ongoing program of International Studies.

The intriguing and beautiful Meso-American cultures were chosen for our second year of study and celebration.

We invite you to join us for our fascinating classes, lectures, films and numerous activities ***Celebrating Meso-American Cultures.***

Horticulture Day
Tours of landscape gardens with Mexican and Central American flowers
Saturday, September 11, 9:00 a.m. to 3:00 p.m.
Main Campus

Mexican Prehistoric Cultures (video)
Monday, September 20, 12:30 p.m., Cafeteria

La Ruta Maya
Thursday, September 30, 9:30 a.m.
Lecture Recital Hall

Day of the Dead
Mexican art exhibit October 2 to November 14, Lakeview Museum.
Sunday, October 24, lecture by Robert Loescher, Art Institute, Chicago, Lakeview Museum.
Monday, November 1, 11:00 a.m., lecture.
Lecture Recital Hall

The History of Mexico Through Murals
Rolando Guillermoprieto
Monday, October 4, 10:00 a.m., lecture
Lecture Recital Hall
Presentation and Reception
Sunday, October 10, 3:00 p.m.
Performing Arts Center Dance Studio

NAFTA: What does the Future Hold?
Laura Spingola, Trade Resources, Ltd.
Wednesday, October 6, 11:00 a.m.
Lecture Recital Hall

Meat for the Mind in Mexico
Thursday, October 7, 1:30 to 3:00 p.m.
Peoria Public Library

Island of Peace—Costa Rica (video)
Tuesday, October 12, 10:00 a.m. to 12:30 p.m.
Cafeteria

Ballet Gran Folklorico De Mexico
Friday, October 15, 8:00 p.m.
Performing Arts Center

NAFTA: Manufacturing and Our Geographic Area
Ben Darrow, President, Caterpillar Americas
Wednesday, October 20, 11:00 a.m.
Lecture Recital Hall

Visit to Mexico (video)
Wednesday, November 10, 10:00 a.m. to 12:30 p.m.
Cafeteria

Western Illinois University Mexican Marimba Ensemble
Saturday, November 13, 8:00 p.m.
Performing Arts Center

Extraordinary People, Extraordinary Stories Part I
Tuesday: film *El Norte*
Wednesday: Conversation with Central American refugees.
Tuesday and Wednesday, November 16 and 17, 12:00 noon 213A

Sentinels of Silence (video)
Thursday, December 9, 10:00 a.m.to 12:30 p.m.
Cafeteria

Guatemala—Land of Colors (video)
Monday, January 24, 10:00 a.m. to 12:30 p.m.
Cafeteria

Extraordinary People, Extraordinary Stories, Part II
Tuesday: poetry reading, Mexican and Central American poets
Wednesday: video *Ribbon Around a Bomb*.
Tuesday and Wednesday, February 8 and 9, 12:00 noon, 213A

Frida Kahlo Mexican Art
Tuesday, February 15, 10:00 a.m. to 12:30 p.m.
Cafeteria

Meso-American Day
Tuesday, February 22

Pre-Columbian Empires
Tuesday, March 1

Pre-Columbian Empires of Mexico—Priests and Kings
Dr. Donald McVicker, North Central College, Naperville
Wednesday, March 2, 10:00 a.m.
Lecture Recital Hall

Steven Chavez Artist-in-Residence
Percussionist, Monday to Friday, March 7 to 11

Stellae (demonstration)
Monday, March 21, 12:00 noon, Courtyard

Costa Rica—A World Away
Wednesday, March 23, 10:00 a.m. to 12:30 p.m.
Cafeteria

Salsa Music—ICC Jazz Band
Thursday, April 7, 11:00 a.m. to 12:00 noon
Cafeteria

Liberation Theology: A Non-theological Approach
Dr. Henry Houser, Knox College, Galesburg
Wednesday, April 13, 7:00 p.m., and Thursday, April 14, 10:00 a.m., Lecture Recital Hall

The Mexicans—Through Their Eyes (video)
Thursday, April 21, 10:00 a.m. to 12:30 p.m.
Cafeteria

(Continued next panel)

The Plumed Serpent
Wednesday, April 27, 7:00 p.m.
Performing Arts Center Studio

The Lost World of Maya (video)
Monday, May 9, 10:00 a.m. to 12:30 p.m.
Cafeteria

Mariachi Techilla
Chicago band elaborately costumed in the mariachi tradition perform traditional Mexican and Central American folk music.
Date to be arranged

Latin Dancing
Review basics and introduce the latest combinations of Cha Cha, tango, rhumba, samba, etc.
REC C19 $48.00
❑ Wednesdays 8:00 to 9:50 p.m., Sec. SP, August 25 to October 13, Gymnasium, room 120, Rexford

Mexican Cooking
Learn to prepare an authentic Mexican dinner from appetizers to dessert. This is not Mexican fast-food fare. The only prerequisite is to come to class hungry! Food fee payable at class. Maximum class size-10.
WKSHP 135 $9.00
❑ Tuesday, October 19, 6:00 to 9:00 p.m., Sec. P, Main Campus, room 211A, Gamez

Hot, Hotter, Hottest
Food abounding in spice, fire and flavor is becoming more popular. Learn about chile peppers—what makes them sweet, what makes them hot and why we eat them. Botanist Keith Crotz provides pepper samples from his garden.
WKSHP 130 $6.00
❑ Thursday, October 7, 6:00 to 8:00 p.m., Sec. OP, Peoria Heights High School, Crotz

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